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ABSTRACT

Courses required in four doctoral-level administration specializations in higher education were identified. A questionnaire, which is appended, was mailed to each of the program directors listed in the 1984 Association for the Study of Higher Education Directory. Responses were received from 52 program directors. The four specializations were: academic, administration/management, community colleges, and student personnel. Core course requirements were determined. Each program director listed all courses offered that were required for all doctoral students regardless of type of degree and area of specialization. Program directors also indicated what courses were required for students majoring in each specialization. Also examined were differences in course requirements within an area of specialization according to type of degree offered. Programs that offered a Ph.D. degree only were compared with programs that offered an Ed.D. degree only. It was found that almost all higher education programs required a set (3-4) of core courses for all doctoral students. Within each specialization, except administration/management, more than half of the programs required three to four courses within the area of specialization. Participating institutions are identified. (SW)

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ADMINISTRATION AS A FIELD OF STUDY: COURSE REQUIREMENTS IN SELECTED HIGH EDUCATION AREAS OF SPECIALIZATION

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**ADMINISTRATION AS A FIELD OF STUDY:
COURSE REQUIREMENTS IN SELECTED HIGH EDUCATION
AREAS OF SPECIALIZATION**

Within the past three years the ASHE's Committee on Curriculum, Learning and Instruction has published a monograph, Higher Education Program Descriptions, (Nelson and Crosson, 1984) and also sponsored a project to provide "A Profile of Higher Education Doctoral Programs," (Crosson and Nelson, 1986). That study was not a detailed study of higher education curricula, but rather a descriptive profile of higher education programs in general.

They, however, discovered that the majority of respondents described their programs mission as preparing leaders for higher education, which implied administrative leadership. Of the 72 programs that responded the top four areas of specialization were: Student Personnel Administration/Student Affairs - 47, Administration and/or Management - 46, Academic Administration - 42, and Community College Administration - 42. As a follow-up activity the Curriculum Committee sponsored this study to further investigate those four areas of administration.

Crosson and Nelsons' earlier work "suggested the absence of a clear consensus about the nature of the field and its major knowledge components" (1986, p. 356). It was this concern that provided the impetus for this study. In other words this study represents an attempt to learn more about courses required in the four administrative specializations identified.

A concise questionnaire was created (See Appendix A) and mailed to each of the 90 Program Directors listed in the 1984 ASHE Directory. Subsequently, Fife (1987), suggested that 80 was a more realistic

number. Using that number (80) as a base a return rate of 65% was achieved. Interestingly, 48 of the 52 programs (See Appendix B) that responded also had participated in the 1986 project. Table 1 indicates the total number of doctoral programs offering each area of administration specialization as well as the type of degrees awarded.

Table 1
Number of Higher Education Programs Offering Different Types of Doctoral Degrees in Each Area of Administration Specialization

	Number[1] of Programs with Specialization Areas			
Types of Degrees	Academic	Administration/ Management	Community College	Student Personnel
Ph.D. & Ed.D.	18	25	19	20
Ph.D. Only	5	9	3	7
Ed.D. Only	11	10	10	6
TOTAL	34	44	32	33

[1] N = 52

The majority of programs in each administrative area offered both degrees; however, when only one degree was available it tended to be the Ed.D.

The first objective of the study was to determine core course requirements. Core courses were defined as having a title that reflected field related subject matter, but not research, statistics, practica, seminars, or internships. Each program director was asked to list all courses offered in that program by course title and then indicate which of them were required to be taken by all doctoral

students regardless of type of degree and area of specialization. Of the 52 programs that participated 39 of them offered one or more of the selected specialization areas; however 50 programs had some core courses required of all doctoral students. The average number of core courses required by the 50 programs was 3.5, with the median being 4. Of the 39 programs which offered an area of administrative specialization the two highest ranked courses were History and Philosophy of Higher Education, and Higher Education in the United States (see Table 2). The next two highest ranked courses, were Higher Education Administration, and Curriculum. The lone exception was a course entitled Current Issues which was ranked third in the Community College Specialization.

None of the four top ranked courses were required by more than 45% or less than 25% of the programs in each area of specialization. One could interpret these results as indicating a trend, but not a consensus. This list of core courses with only minor exceptions corresponds to Crosson and Nelsons' findings.

The 13 programs without one of the selected areas for study all classified themselves a bit differently than the selected areas. The core courses they identified reflected a somewhat different orientation with the most common courses being: finance; legal problems, issues, or aspects; and higher education administration.

Finally, although roughly half of the 52 programs provided the information, no attempt was made to determine the number of research, statistics, cognate or other courses required for all students since that information was not specifically requested. A rough tabulation was made with regard to internship, seminars, and practica with the 39

Table 2
Rank Order and Percentage of Programs that have Required Higher Education Core Courses by Title in Each Administrative Specialization Area

Administration Specialization Area

Course Title	Academic N = 31 Rank %	Administration/ Management N = 36 Rank %	Community College N = 29 Rank %	Student Affairs N = 27 Rank %
History and Philosophy of Higher Education	1.5 (42)	1 (33)	1 (45)	1 (41)
Higher Education in the United States	1.5 (42)	2.5 (28)	2 (34)	2 (37)
Higher Education Administration	3 (35)	4 (25)	6 (28)	3 (33)
Curriculum	4.5 (32)	2.5 (28)	6 (28)	5 (30)
Higher Education Organization and Administration	4.5 (32)	7.5 (19)	6 (28)	7 (26)
Legal Problems	6.5 (29)	5.5 (22)	6 (28)	8 (22)
Finance	6.5 (9)	---	6 (28)	5 (30)
Current Issues	8 (26)	5.5 (22)	3 (31)	---
College Student	---	7.5 (19)	---	5 (30)

programs offering one or more of the selected specialization. An internship was the most common of the three. Roughly 50% of the programs in each specialization required an internship, the exception being student affairs where 75% of the programs required one.

The next objective of the study was to determine specialization courses required. Program Directors were asked to indicate what courses were required for students majoring in each specialization (see Table 3).

Table 3
Rank Order and Percentage of Programs that have Courses Required Within Administrative Specialization Areas by Course Title

Administration Specialization Areas

Course Title	Academic N = 31 Rank %	Administration/ Management N = 36 Rank %	Community College N = 29 Rank %	Student Affairs N = 27 Rank %
Curriculum and Instruction	1 (29)	3.5 (14)	3.5 (16)	---
College Teaching	2.5 (16)	---	---	---
No Specialization Requirements	2.5 (16)	3.5 (14)	3.5 (16)	3 (19)
Finance	---	1.5 (17)	---	---
Institutional Research and Planning	---	1.5 (17)	---	---
Community College	---	---	1 (34)	---
Community College Administration	---	---	2 (21)	---
Student Personnel Services	---	---	---	1 (44)
College Student	---	---	---	2 (22)

Many courses were listed as required by programs but there was little consensus within or across specializations. As a result the Table lists only one or two courses in each area. This reflects the wide variation in course requirements. Only one course was required by 12 programs (44%). This would seem to indicate that no trend exists let alone a consensus in terms of course titles. However, one trend did exist and that was that programs offering a specialization tended to have a required set of courses within it. In the academic area 53% of the programs with that specialty required courses within that

specialization - an average of four courses per program.

Fifty-seven percent of the student affairs programs also had required specialization courses - an average of 3.2 courses per program. The community college area had 62% of those programs requiring specialization courses - an average of 3.7 courses per program. Finally, an average of 3.7 courses were required by the 43% of the administrative/management programs requiring specialization courses.

In order to further investigate the possibility of curricular trends it was decided to look at individual courses and determine which of them were required, either as part of a core or in an administrative specialty. For instance, a finance course was offered by a number of programs as part of its required core courses. In other programs a finance course was required as part of a specialty area. Using this procedure the two top courses in each specialty were identified.

In the academic area a course in curriculum was required by 61% of the programs surveyed and a course in college teaching was required by 45%. In the administrative/management area no courses except curriculum (41%) and finance (36%) exhibited any trend. It should be noted that this area had the largest number (44) of programs represented and also, had the largest list of courses mentioned as required.

The community college area required a community junior college course (61%) and a curriculum course (45%). A college student course (52%) and a student personnel services course (44%) were the most commonly required courses in the student affairs area. Also, the variety of courses mentioned as required within this area was fewer than any other area.

A final objective was to explore whether any differences existed in terms of course requirements within an area of specialization according to type of degree offered. None of the programs which offered both degrees in an area of specialization indicated that different higher education courses were required depending on the degree track selected. A number of them did indicate different requirements in other areas, such as statistics, but this study was limited to higher education content courses.

Programs which offered a Ph.D. degree only were then compared with programs which offered an Ed.D. degree only. Within the academic area slightly more than a third of the Ed.D. only programs required a course in administration and governance compared to none in its Ph.D. counterpart. This same condition existed in the administration/management area. No real differences were noted in the community college and student affairs specializations.

Having discussed each of the study's objectives what can be concluded about the four selected administrative areas and administration as a field of study generally. First, these four administrative areas are the most common (majors) offered by higher education programs. Second, that the programs offering them tend to offer both the Ph.D. and Ed.D. degrees. Third, almost all higher education programs require a set (3-4) of core courses for all doctoral students. Fourth, within each specialization, except administration/management more than 50 % of the programs require 3-4 courses within the area of specialization. Finally utilizing the two highest ranked required core courses, the two highest ranked required specialization courses, and the courses

identified when those lists were combined a base program of required courses in each area of administration specialization would be as follows:

ACADEMIC

History and Philosophy of Higher Education
Higher Education in the United States
Curriculum and Instruction
College Teaching

ADMINISTRATION/MANAGEMENT

History and Philosophy of Higher Education
Higher Education in the United States >TIE
Curriculum
Finance
Institutional Research and Planning

COMMUNITY COLLEGE

History and Philosophy of Higher Education
Higher Education in the United States
Community/Junior College
Curriculum
Community College Administration

STUDENT AFFAIRS

History and Philosophy of Higher Education
Higher Education in the United States
Student Personnel Services
College Student

Without question the area of administration as a field of study remains a area worthy of further investigation, but hopefully this study might have helped in framing the next set of questions.

APPENDIX A
ADMINISTRATIVE SPECIALIZATION
Questionnaire

NAME OF INSTITUTION _____

PERSON COMPLETING QUESTIONNAIRE _____ Phone _____

A. Please indicate the areas of specialization which are offered in your program by checking the lines to the left of the areas listed below. Also indicate the type of degree available for each area of specialization offered.

		Type of Degree		
		PHD	EDD	BOTH
____	Academic Administration			
____	Administration and/or Management			
____	Community College Administration			
____	Student Affairs Administration			

B. (1) List under I all courses offered by your program, including internships, externships, and practicums. Use course names which are as descriptive as possible.
(2) Check under II the courses which are required for all doctoral students in your program.
(3) For each course not required for all students check in III the areas of specialization which require the course.

I	II	III Areas of Administrative Specialization			
Course Name	Required for All	Academic	Admin &/or Mgmt	Community College	Student Affairs

I	II	III Areas of Administrative Specialization			
Course Name	Required for All	Academic	Admin &/or Mgmt	Community College	Student Affairs

Please return this form, along with a complete list of course descriptions for all courses offered in your program (a catalog type of description or actual catalog pages would be fine) to: Dr. Glenn M. Nelson
Associate Professor
Higher Education Program
University of Pittsburgh
5S30 Forbes Quadrangle
Pittsburgh, PA 15260

Would you like a summary of the results? _____ yes _____ no

APPENDIX B
PARTICIPATING INSTITUTIONS

INSTITUTION	INSTITUTION
Auburn University	University of North Carolina
Arizona State University	University of Toledo
University of Arizona	Oklahoma State University
Claremont Graduate School	University of Oklahoma
Stanford University	University of Oregon
University of California at Los Angeles	Temple University
University of Connecticut	Pennsylvania State University
George Washington University	University of Pennsylvania
University of Florida	University of Pittsburgh
University of Georgia	University of South Carolina
Illinois State University	Memphis State University
Loyola University of Chicago	Vanderbilt University, Peabody College
Southern Illinois	North Texas State
Iowa State	Texas A & M University
University of Kansas	Texas Southern University
University of Maryland	Texas Tech University
Boston college	University of Texas, Austin
University of Michigan	University of Houston
University of Minnesota	The College of William and Mary
University of Mississippi	University of Virginia
St. Louis University	Washington State
University of Missouri, Columbia	West Virginia University
University of Missouri, Kansas City	University of Wisconsin
New York University	University of Toronto, OISE
Syracuse University	University of Alberta
Teachers College, Columbia University	University of British Columbia